

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher present the review of related literature in which it includes the basic concepts of character education, the purpose of character education, the basis for building character, the framework upon which character education is applied and the principles of character established in Indonesian character training.

2.1 The Basic Concepts of Character Education

In pursuance of Battistich, (2005), Character includes attitudes such as the desire to do one's best and concern oneself with the welfare of others; intellectual capacity such as critical thinking and moral reasoning; conduct such as being honest and responsible, and standing up for moral principles in the face of injustice; Interpersonal and emotional skills that enable us in a variety of circumstances to communicate effectively with others; and determination to contribute to one's community and society.

Character education as the intentional use of all aspects of school life to foster an optimal development of character. This comprehensive approach to character education uses every aspect of schooling the content of the curriculum, the educational process, the quality of relationships, the handling of discipline, the conduct of co-curricular activities and the whole school environment ethos to promote good character in all school members. Character education is the process of instilling character values to overcome the moral crisis in a country.

2.2 The purpose of character education

Rachman (2000 as cited in Haryati 2017) said that Goals related to the education of character include:

1. Build the affective capacity of students who have values of character both as human beings and as individuals.
2. Create learner's habits and attitudes that are commendable and compatible with universal values, cultural traditions and national character.
3. To instill in the students a sense of leadership and duty as successors to the country.
4. Improve the students ' capacity to become autonomous, imaginative human beings.
5. Developing an atmosphere of school-life as a safe, honest learning environment full of imagination and friendship, and a high sense of nationality and strength.

2.3 The basis for building character

1. The function of character education

According Setiawati (2017), the function of character education is as follows:

- a. Developing fundamental ability to be kind, think well and act well.
- b. Improving bad behavior, and improving good behavior.

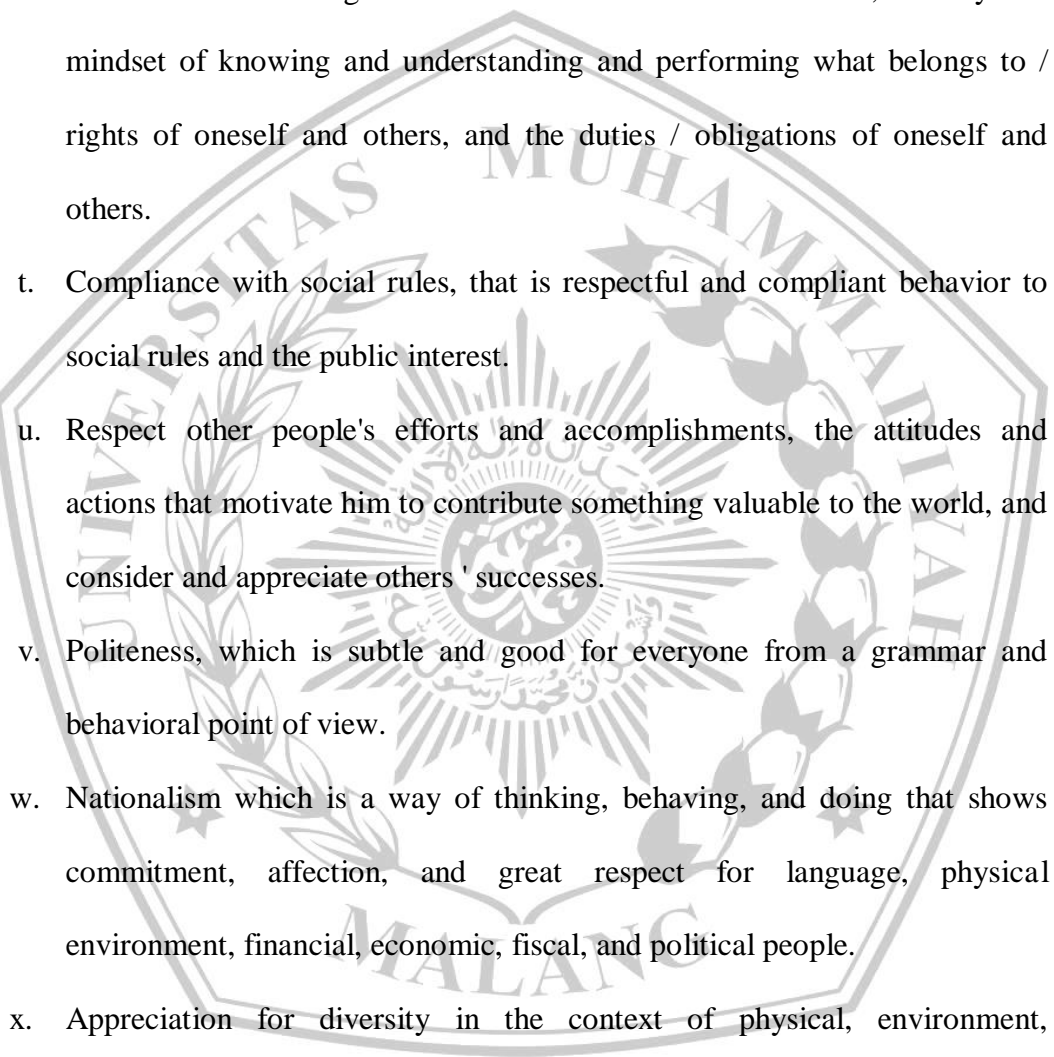
- c. Cultural filtering which is not in line with Pancasila's high ideals. The ranges or goals of character education are rather the divisions of schools, families, and societies.

2. Character values

In pursuance of Marzuki (2012), Core principles derived from the elements of the competency standards that must be met in high school (educational institutions) include:

- a. Religiosity, that is, a person's opinions, sentences, and acts that are always pursued on the basis of divine principles or religious teachings.
- b. Honesty, which is conduct focused on attempts to become a person who can always be trusted in thoughts, deeds, and work, both toward himself and toward others.
- c. Intelligence, that is, the skill one has to carry out a mission accurately, efficiently and quickly.
- d. Resilience, that is, behavior and actions, when faced with various difficulties in carrying out activities or tasks to overcome certain difficulties in achieving goals, never give up.
- e. Democratic, that is, the way of thinking, behaving and acting which respects the rights and obligations of one and the other.
- f. Concern, specifically attitudes and acts that always try to prevent and correct anomalies (humans, nature, and order) around him.

- g. Independence including attitudes and actions that are not readily dependent on others to complete tasks.
- h. Logical, critical, creative, and innovative thinking that is thinking and doing things in reality or theory to produce new and latest forms or outcomes from what they already have.
- i. Courage to take risks, that is to say the desire to take risks that might result from actual action.
- j. Action-oriented, that's the ability to turn thoughts into actual actions.
- k. Leadership is the opportunity to guide and encourage individuals or groups to achieve goals by adhering to the ideals of leadership based on national culture.
- l. Ape work, which is a conduct showing serious efforts to resolve various obstacles in order to complete as well as possible a task (study / job).
- m. Responsibility, namely a person's actions to fulfill the duties and obligations as he should do, towards himself, society, the environment (natural, financial, and cultural), the State and God.
- n. A healthy lifestyle that is all attempts to put in place good habits to create a healthy life and to avoid bad behaviors that can affect health.
- o. Discipline, is acts that show consistent and organized compliance with various rules and regulations.
- p. Confidence, that is, an attitude of faith in one's own abilities towards satisfying every wish and every dream.

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- q. Curiosity, that is to say attitudes and actions that always try to know more profoundly and thoroughly from what they read, see and hear.
 - r. Intelligence love, which is a way of thinking, behaving and doing that displays commitment, compassion, and strong intelligence appreciation.
 - s. Awareness of the rights and duties of oneself and others, namely the mindset of knowing and understanding and performing what belongs to / rights of oneself and others, and the duties / obligations of oneself and others.
 - t. Compliance with social rules, that is respectful and compliant behavior to social rules and the public interest.
 - u. Respect other people's efforts and accomplishments, the attitudes and actions that motivate him to contribute something valuable to the world, and consider and appreciate others ' successes.
 - v. Politeness, which is subtle and good for everyone from a grammar and behavioral point of view.
 - w. Nationalism which is a way of thinking, behaving, and doing that shows commitment, affection, and great respect for language, physical environment, financial, economic, fiscal, and political people.
 - x. Appreciation for diversity in the context of physical, environment, traditions, community, ethnicity and religion is the mindset of honoring and respecting various kinds of good things (National education ministry, 2010).

2.4 Personality development and leadership program (P2KK) in University of Muhammadiyah Malang

1. Description of activity

Personality and leadership program activities (P2KK) are character-building activities that are given to all students at University of Muhammadiyah Malang. This activity is present to respond to the needs of personal quality value that students and college graduates are required to possess. Personality and leadership training program (P2KK), which became the icon of Muhammadiyah Malang University, is a synergy between different fields for conducting a program to improve the quality of graduates at Muhammadiyah Malang University through academic and non-academic activities.

2. Background

- a. Muhammadiyah Malang University as one of the Islam- and Muhammadiyah-based Muhammadiyah Universities has a responsibility to contribute to the production of human resources with Islamic insight, noble personality and leadership spirits.
- b. The diversity of new students at Muhammadiyah Malang University (social status, values, culture, core abilities, and personality).
- c. The difference in learning culture between school children and university students.
- d. Faced with competition, the need for personal quality, particularly new soft skills for students, to support the success of higher education study in the work world.

3. The purpose of P2KK
 - a. Provides the basics of adoration and Islamic abilities.
 - b. Aligning new students ' mindsets, attitudes and behaviors to match the higher education values (changing school children's values into university students).
 - c. Equipping new students with academic skills, leadership and development of personality in line with Islamic ideals and nobility.
 - d. Develop soft skills of the students according to the needs of the work force.
4. P2KK Material

In this activity the materials to be donated include:

 - a. Leadership including prophetic management, conflict management, decision making, negotiation and team building.
 - b. Social skills including self-control, empathy and social behaviour.
 - c. Personality including the introduction of self-potential, goal setting, stress management and time management.
 - d. Academic skills including ability to read, speak, and writing skills.
 - e. Culture of higher education embraces healthy and Islamic relationships, develops scientific character and becomes a prestigious learner.
 - f. Islam is the straight path of life, including the golden lifestyle, the factors that cause life failure and repentance make failure a success.

- g. Worship including purification skills, prayer, caring for bodies, guidance on worship during the month of Ramadan and guidelines for zakat implementation.
 - h. Female fiqh
 - i. Verily Tadabur
5. Approach and method of activity

The approach used in this practice is experiential learning, which is a method of learning achieved by providing an intended interaction relevant to the knowledge to be learned. The method of activities carried out using lectures, simulations, discussions, role play (role playing), self-assessment (self-assessment), case studies and outbound.

